

# Accountability Report 2004-2005

In April 2002, after several years of study, public dialogue, and internal deliberations, the Nevada Board of Regents approved a systemwide master plan. This plan, *Building Nevada's Future: A Master Plan for Higher Education in Nevada*, is meant to define the goals and set an agenda for higher education in the state of Nevada. The plan is based on the premise that higher education is a public good that should contribute to Nevada's economic, social, and cultural development.

The plan's goals and associated targets are ambitious since they establish a roadmap for the future of higher education in the state. Continuous progress toward these goals will be expected, measured, and communicated in an ongoing effort to provide evidence of improvement. With this notion at the heart of the Master Plan, system administration, with input from the universities and colleges, has established a public accountability process. Through the development of a core set of performance indicators, systemwide measures and benchmarks will be monitored and published regularly to identify advancement at both the system and institution levels.

Following the charge in the Master Plan, this document identifies and measures 12 distinct performance areas. These performance areas provide a framework to focus the task of assessing and monitoring progress toward the goals outlined in the Master Plan. The performance indicators are intended to be systemwide, "higher level" measures or "dashboard indicators" that collectively assess improvement and progress. Each performance area is associated with detailed sub-indicators that work to address the uniqueness of the eight institutions throughout the UCCSN.

The following bullets outline several principles upon which this performance reporting process is based:

- **Systemwide Measures:** It should be stressed that the goal of this plan is to measure the effectiveness of Nevada's entire system of higher education in meeting the goals stated in the UCCSN Master Plan. As a result, the performance areas and their indicators will be applied to the system as a whole, and should not be used to distinguish the performance of the various institutions relative to one another. Those performances should only be measured as an assessment of each institution's progress toward fulfilling its own strategic and academic master plans.
- **Mission Differentiation:** UCCSN campuses - four community colleges, two research universities, a research institute, and a state college - each have their respective missions, goals, and histories. The University of Nevada, Reno, has existed for well over 100 years, while Nevada State College opened its doors just over two years ago. Naturally, while some performance areas and indicators will apply to all UCCSN campuses, others will more adequately address the unique missions and situations of individual campuses. Even in the case of some of the common indicators, the various campuses must be understood in terms of their differences.
- **Longitudinal Measures:** A performance reporting system not only informs the public about the achievements of the UCCSN and its campuses, but is also an opportunity to show commitment to continued progress and improvement. Accordingly, this set of performance indicators will report in ways that capture how performance evolves over



time. To these ends, whenever possible and appropriate, accountability information will be presented in formats that include performance over multiple years.

**Focus:** The UCCSN believes it is important to give priority focus to a few performance areas and indicators that relate to fundamental issues of the educational enterprise and of public concern. Experience has proven repeatedly that complex, elaborate, costly accountability programs demand precious new resources to implement while, at the same time, diluting a sense of the priority performance areas.

**Existing Data:** In order to maximize resources, performance indicators will be measured by the Chancellor's office; and to the extent possible, indicators will rely on existing data collection efforts and standard reports.

**Continual Improvement:** In many ways, an undertaking as extensive and intensive as this accountability plan will always be a work under review. As experience is gained in assembling the needed information, there will be continuous evaluation of the assessment procedures themselves. Over time, it may be necessary to modify the performance areas and measures in response to the changing circumstances and needs of the UCCSN.

**Commitment to Quality:** The measurement of performance indicators in relation to goals set forth in the Master Plan represent the UCCSN's collective commitment to quality, efficiency, and effectiveness.

It is important to note that while this set of performance indicators will serve as a systemwide accountability report, many other assessment efforts occur throughout the UCCSN. All institutions currently have a variety of evaluation and quality review procedures that relate to the nature of their core academic programs. Through these internal procedures, campus faculty and administrators are responsible for the quality of their academic programs and overall institutional effectiveness. These assessments are shared cyclically with regional accreditation officials, professional and disciplinary associations, and with the Nevada Board of Regents. It should be recognized that efforts by the institutions to provide public accountability may reach a level of detail that exceeds systemwide measures.

The following are the goals of the UCCSN Master Plan:

**Student-Focused System:** The higher education system in Nevada will create a welcoming, respectful, and friendly environment where all students have the opportunity to participate and succeed at every level of higher education.

**Reputation for Excellence:** Nevada's institutions of higher education will increase their national, regional, and statewide reputation based on targeted, outstanding, innovative programs and other accomplishments.

**Quality Education:** Nevada's system of higher education will provide consistently excellent learning experiences for its students through instruction, research, and service.

**A Prosperous Economy:** Through instruction, research, and service, higher education in Nevada will be an essential element in developing and sustaining a strong, dynamic, knowledge-based economy for Nevada.

**P-16 Education:** Higher education will increase partnerships with the K-12 system to ensure the cooperative delivery of education from pre-kindergarten through college degrees.

**Building Quality of Life:** Higher education in Nevada will be instrumental in advancing society's objectives and enriching the lives of Nevada's citizens.

**Opportunity and Accessible Education for All:** Nevada's system of higher education will increase the overall participation and success of Nevadans enrolling at all levels of higher education and in all ethnic groups, and will address the unique educational needs of a highly diverse and non-traditional population.



## PERFORMANCE INDICATOR #1

# College Continuation

## MASTER PLAN GOAL: Opportunity and Accessible Education for All

**KEY INDICATOR:** Percent of recent Nevada high school graduates enrolling in the UCCSN in the fall semester immediately following graduation.

### PLANNING TARGET

*Raise the percentage of Nevada's high school graduates who continue into postsecondary education.*

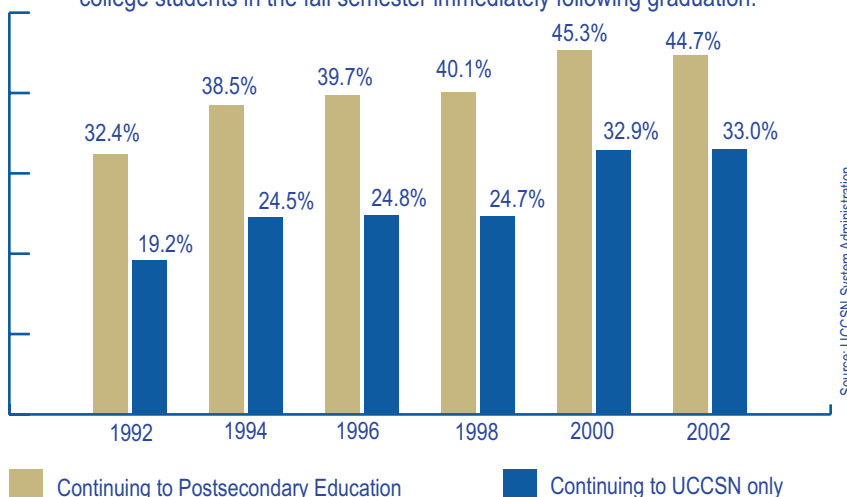
### PROGRESS

The UCCSN has already made great progress toward this target. The college continuation rate has progressively increased since 1992, taking its largest jump in recent history between 1998 and 2000. More important, the growth in Nevada's college continuation rate has largely been attributed to an increase in Nevada high school graduates attending UCCSN institutions.

Fall of 2000 marked both the highest percent of recent graduates enrolling in college, as well as a huge jump in the percent enrolling in the state of Nevada; two points validating the positive impact of the Millennium Scholarship.

### Nevada College Continuation Rate

Percent of Nevada high school graduates enrolled as first-time, degree-seeking college students in the fall semester immediately following graduation.



- Nevada's college continuation rate has increased steadily from 32 percent in 1992 to approximately 45 percent in 2002.
- The percent of recent graduates attending the UCCSN experienced a dramatic increase between 1998 and 2000.

### Effect of the Millennium Scholarship

Recent Nevada high school graduates enrolling in college immediately following graduation from high school.

Recent NV High School Graduates	1998	2000	2002
Nevada high school graduates (public & private)	12,467	13,521	14,938
Total number attending college	5,000	6,122	6,677
Number attending college out-of-state	1,740	1,565	1,581
Number attending college in-state	3,260	4,557	5,096
Percent attending college in-state	26%	34%	34%

- Since the advent of the Millennium Scholarship in 2000, more than 1/3 of Nevada's high school graduates attend college in-state.
- The number of Nevada graduates attending college in-state has increased by more than 1,800 students since 1998.



## PERFORMANCE INDICATOR #2

# Remediation

## MASTER PLAN GOAL: P-16 Education

**KEY INDICATOR:** Remediation rate - percent of recent Nevada high school graduates enrolling in remedial math or English.

### PLANNING TARGET

*Through P-16 efforts, decrease the percent of recent Nevada high school graduates requiring remediation.*

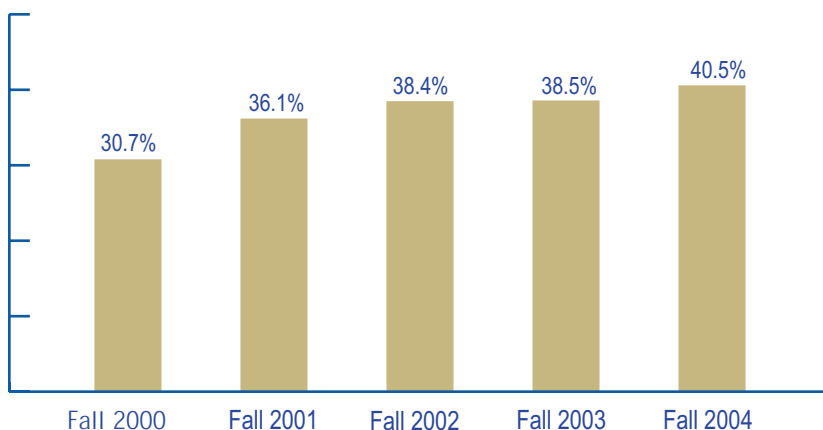
### PROGRESS

The percent of recent Nevada high school graduates enrolling in at least one remedial math or English course in the summer or fall semester immediately following graduation from high school increased from fall 2000 (31 percent) through fall 2004 (41 percent).

The UCCSN is taking proactive steps to reduce the need for remedial education by employing a Remedial Task Force to investigate issues and make recommendations for improvement.

One encouraging measure is the persistence rates of remedial students. A high percentage of remedial students continue to successfully complete one semester and return for another; a measure indicating that these students are engaged in their studies and making progress toward their goals.

**Percent of Recent Nevada High School Graduates Enrolling in at Least One UCCSN Remedial Course**  
(In first semester of college immediately following graduation)



Source: UCCSN Remedial Report

- Slightly more than 40 percent of recent Nevada high school graduates attending UCCSN institutions enroll in at least one remedial course.
- Nationally, approximately 30 percent of students entering postsecondary education must take remedial courses in one or more subjects (source: ACT 2004 Annual Report).

### SUB-INDICATOR: Persistence rate of remedial students.

#### Persistence of First-Time College Students Requiring Remediation Recent high school graduates

Remedial Cohorts (Recent Nevada high school graduates)	Number of students enrolling at least one remedial course immediately following graduation.	Number & Percent Persisting	
		# enrolling in the spring semester following remedial enrollment	% enrolling in the spring semester following remedial enrollment
Term	1,893	1,547	82%
Fall 2000	2,230	1,864	84%
Fall 2001	2,582	2,104	82%
Fall 2002			

Source: UCCSN Remedial Report, System Data Warehouse

- Remedial students continue to exhibit high levels of persistence.
- On average, 83 percent of recent Nevada high school graduates that require remediation return for a second semester of enrollment in the UCCSN.



## PERFORMANCE INDICATOR #3

# Persistence

## MASTER PLAN GOAL: Student-Focused System

**KEY INDICATOR:** Percent of first-time, full-time freshmen returning for a second year of enrollment (i.e. freshmen to sophomore persistence).

### PLANNING TARGET

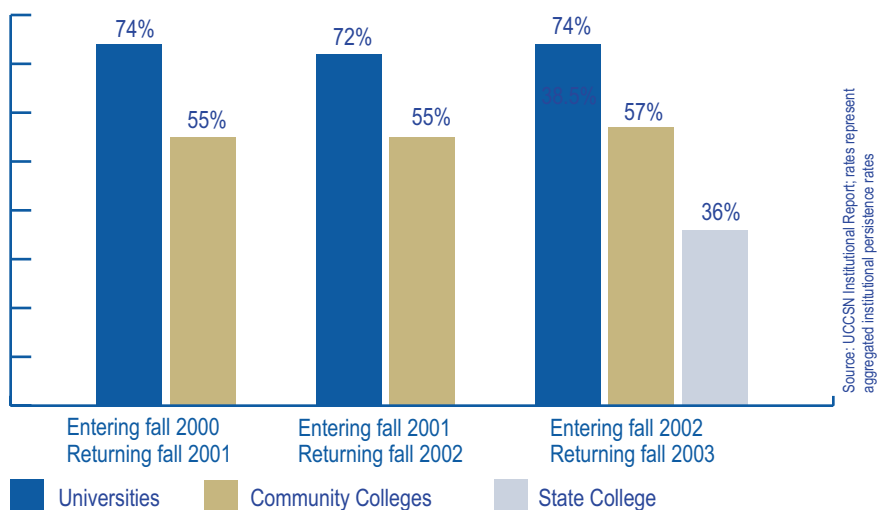
*Work to increase the persistence rates of first-time students that return to UCCSN institutions with each advancing semester.*

### PROGRESS

Freshmen to sophomore persistence rates are a critical indicator of student success and the ability of students to achieve their educational goals. Advancing toward a degree requires successful transition from semester to semester, as well as from institution to institution. The ability of students to persist, transfer, and enroll at multiple institutions throughout the UCCSN has a direct influence on related performance areas and targets, such as graduation rates.

Persistence rates within the UCCSN compare favorably with national averages. Compared to similar institutions nationwide, new student cohorts entering the UCCSN in fall 2002 and returning for a second year in fall 2003 recorded higher persistence rates at both the universities as well as the community colleges.

**UCCSN Persistence Rates by Institutional Type**  
(% of first-time, full-time freshman returning for a second year of enrollment)



- Nationwide, studies have found that a variety of factors such as admissions criteria, high school preparation, and family income influence student persistence rates.
- Nationally, the average freshmen to sophomore persistence rate is 73 percent at 4-year, public institutions and 53 percent at 2-year, public community colleges (2003 ACT Dropout Report).

### SUB-INDICATOR: Persistence rates by institution.

#### Persistence Rates by Institution

Percent of first-time, full-time freshman returning for a second year of enrollment

UCCSN Institutions	Entering fall 2000 Returning fall 2001	Entering fall 2001 Returning fall 2002	Entering fall 2002 Returning fall 2003
UNLV	72%	72%	72%
UNR	77%	72%	75%
NSC	NA	NA	36%
CCSN	55%	55%	55%
GBC	37%	38%	58%
TMCC	63%	59%	63%
WNCC	58%	57%	61%

Source: UCCSN Institutional Reports



## PERFORMANCE INDICATOR #4

# Student Diversity

## MASTER PLAN GOAL: Opportunity and Accessible Education for All

**KEY INDICATOR:** Ethnic/racial distribution of UCCSN student population as compared to ethnic/racial population distribution within the state of Nevada.

### PLANNING TARGET

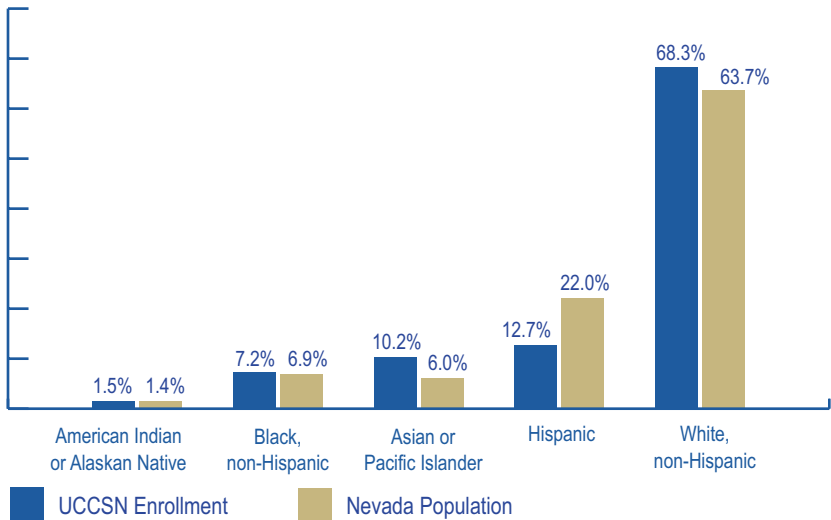
*Minority enrollment distributions within the UCCSN will meet or exceed the minority population distributions within the state of Nevada.*

### PROGRESS

In fall 2003, the ethnic distribution of UCCSN student enrollment met or surpassed the minority population distributions of the state in all ethnic groups except Hispanics. In the UCCSN, Hispanics comprised 13 percent of the total enrollment, while throughout Nevada, Hispanics made up 22 percent of the state's population.

While Hispanics remain the only underrepresented ethnic/racial group in the UCCSN, their growth has been enormous over the past ten years. In terms of absolute growth, increases in Hispanic student enrollment nearly equaled the number of White, non-Hispanic students enrolling in the System.

**Ethnic/Racial Distribution of UCCSN Enrollment Compared to Nevada Population - Fall 2003**



- In fall 2003, enrollment distributions either met or surpassed population distributions for all ethnic groups, except Hispanics.

### SUB-INDICATOR: UCCSN ethnic/racial enrollment growth (absolute and percent growth).

**UCCSN Ethnic/Racial Enrollment Growth**  
10-year period (1993-2003)

	American Indian or Alaskan Native	Black, non-Hispanic	Asian or Pacific Islander	Hispanic	White, non-Hispanic
Fall 1993	968	3,114	3,180	3,849	50,230
Fall 2003	1,258	6,060	8,583	10,705	57,370
Absolute Growth (1993-2003)	290	2,946	5,403	6,856	7,140
Percent Growth (1993-2003)	30%	95%	170%	178%	14%

- Over the past 10 years, the ethnic/racial categories of Asian/Pacific Islander, Hispanic, and Black (non-Hispanic) have experienced significant enrollment growth.





## PERFORMANCE INDICATOR #5

# Student Financial Aid

**MASTER PLAN GOAL: Opportunity and Accessible Education for All**

**KEY INDICATOR: Percent of first-time, full-time, degree-seeking students receiving financial aid.**

## PLANNING TARGET

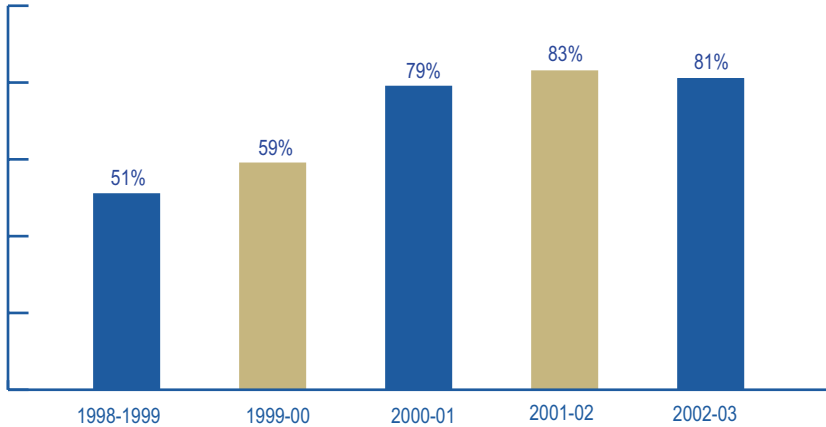
*Increase need-based financial aid for Nevada students.*

## PROGRESS

In 2002-03, approximately 57 percent of all financial aid funds distributed to students were need-based. This represents an increase of 12 percentage points in need-based allocations over a five-year time span. Need-based allocations have remained relatively unchanged over the past four years, consistently representing the majority of aid distributed throughout the UCCSN.

In March 2004, the Nevada Board of Regents adopted a new financial aid policy in order to increase need-based financial aid. The Student Access Policy requires that up to 50 percent of the dollars resulting from future tuition increases will be set aside for need-based financial aid.

**Percent of First-Time, Full-Time, Degree Seekers  
Receiving Financial Aid\***



- More than 80 percent of first-time, full-time, degree-seeking students received financial aid in 2002-03, an increase of 30 percentage points over a five-year period.

\*Grants, loans, assistantships, scholarships, fellowships, tuition waivers, tuition discounts, veteran's benefits, employer aid (tuition reimbursement) and other monies (other than from relatives/friends) provided to students to meet expenses;  
Source: IPEDS Student Financial Aid Survey

**SUB-INDICATOR: Need-based financial aid as a percent of total financial aid awarded.**

**Need-Based Financial Aid Allocations**  
\$\$ in millions

	1998-99	1999-00	2000-01	2001-02	2002-03
Total Awards	\$130	\$142	\$158	\$190	\$225
Need-Based Awards	\$58	\$83	\$90	\$103	\$129
Percent Need-Based	45%	59%	57%	54%	57%

Source: UCCSN Financial Aid Report

- From 1998-99 through 2002-03, the percent of financial aid awarded that was categorized as need-based fluctuated from 45 percent to 59 percent.



# Distance Education

**MASTER PLAN GOALS: Student-Focused System; Opportunity & Accessible Education for All**

**KEY INDICATOR: Growth in headcount and FTE of students receiving instruction via distance education .**

## PLANNING TARGET

*Expand distance education offerings so that, on average, all students will have participated in some technology-mediated instruction prior to graduation.*

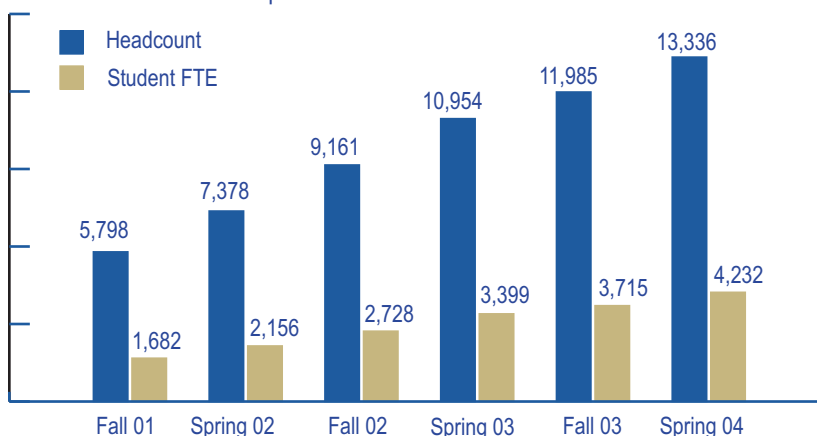
## PROGRESS

Unduplicated headcount and student FTE in distance education courses have experienced enormous growth systemwide.

In fall 2001, 6 percent of all UCCSN students enrolled in at least one distance education course. By spring 2004, 14 percent of all UCCSN students enrolled in at least one distance education course.

Distance education students are more likely to be Nevada residents, female, and slightly older than the total UCCSN student population.

**UCCSN Enrollment in Distance Education Courses\***  
Unduplicated headcount and student FTE



- Between fall 2001 and spring 2004, unduplicated headcount increased by more than 7,500 students (130 percent increase), while student FTE grew by approximately 2,600 (150 percent increase).

\*Courses where instruction is delivered entirely outside of the traditional classroom setting and there is no "in-person" contact between student and teacher.  
Source: UCCSN Course Taxonomy Database; source: UCCSN Data Warehouse

## SUB-INDICATOR: Course completion rate of students enrolling in distance education.

### Course Completion Rates

Distance education courses\* vs. all UCCSN courses, fall 2003

	Distance Education in the UCCSN	All Courses Offered in the UCCSN
<b>Course Completion Rate</b> (Percent of students completing a course with a grade of "D" or better)	<b>66%</b>	<b>76%</b>

- In fall 2003 the course completion rate in UCCSN distance education fell short of the completion rate for all courses in the UCCSN, a trend found throughout the nation.

Student Demographics	Distance Education	vs. All UCCSN Students
Nevada Residents	90%	86%
Female Students	67%	56%
Non-Traditional Students (students 25+ years)	51%	47%





# PERFORMANCE INDICATOR #7

# Participation Rates

## MASTER PLAN GOAL: Student-Focused System

**KEY INDICATOR:** Enrollment in UCCSN institutions per 100 Nevada residents.

### PLANNING TARGET

*Increase the percentage of Nevada's general population who participate in some form of higher education.*

### PROGRESS

Since 1990, the accelerated growth of Nevada's population has outpaced enrollment growth in the UCCSN, resulting in participation rates that have dropped from a ratio of 5.7 to 5.0 enrollments per 100 Nevada residents 18 years and older.

Although participation rates have declined since 1990, enrollment in the UCCSN has witnessed extraordinary growth, making Nevada one of the three fastest growing higher education systems in the nation. Fueled by explosive population growth and a projected influx of high school graduates, the UCCSN anticipates that enrollment will continue to grow at an accelerated rate in the next ten years. Projections indicate that the System will grow by nearly 63,000 students, equating to a 62 percent increase in student headcount by 2014.

**UCCSN Student Headcount per 100 Nevada Residents**  
Fall 2003

	1999	2000	2001	2002	2003
Nevada Population (18 years and older)	940,885	1,486,458	1,543,076	1,601,236	1,659,747
UCCSN Headcount (Nevada residents only)	51,761	74,483	76,712	80,034	83,123
UCCSN Headcount per 100 Nevada Residents	5.7	5.0	5.0	5.0	5.0

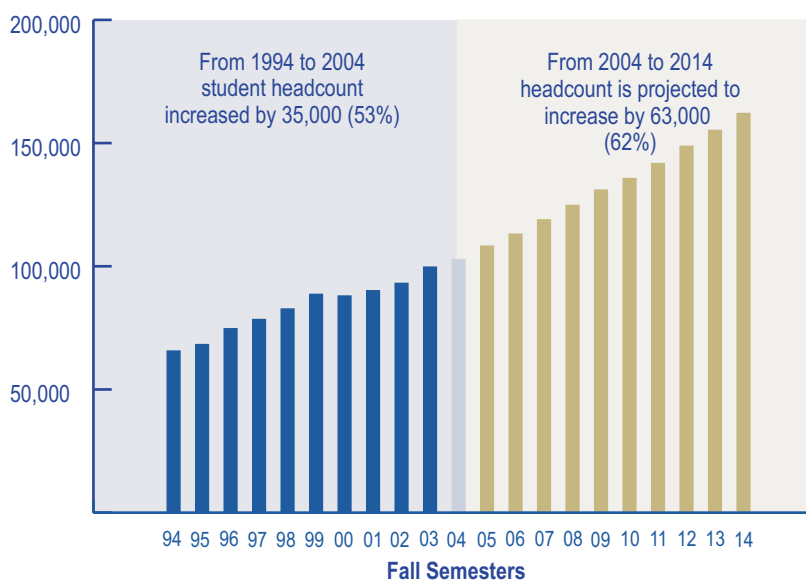
Source: U.S. Census; UCCSN Data Warehouse

- The number of students enrolled in the UCCSN per 100 Nevada residents has dropped since 1990, indicating that enrollment in the UCCSN has been outpaced by Nevada's rapidly increasing population.

### SUB-INDICATOR: UCCSN enrollment growth (actual and projected).

#### UCCSN Student Headcount

1994 through 2004 actual; 2004 through 2014 projected



- In fall 2004, more than 100,000 students enrolled in UCCSN institutions.
- In the past 10 years, UCCSN headcount increased by more than 35,000 students; in the next 10 years, headcount is expected to grow by more than 63,000 students.



# Graduation Rates

**MASTER PLAN GOAL: Opportunity and Accessible Education for All**

**KEY INDICATOR: Percent of first-time, full-time, degree-seeking students graduating within 150% of expected completion time (graduation rate).**

## PLANNING TARGET

*Increase the percentage of students who successfully complete bachelor's degrees in six years and increase the percentage of community college students who complete associate degrees in three years. Minority graduation rates will meet or exceed rates of White, non-Hispanic students..*

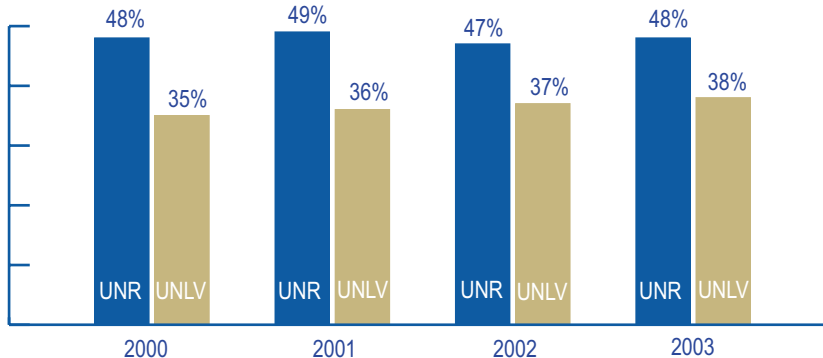
## PROGRESS

Graduation rates at UNR have reached as high as 49 percent in 2001, while rates at UNLV have steadily increased, peaking at 38 percent in 2003. Community college graduation rates have shown some increases in recent years although rates range widely between institutions.

Minority graduation rates meet or exceed the rates of White, non-Hispanic students at four out of six of the UCCSN institutions. Graduation rates for Nevada State College are not yet computed.

### University Graduation Rates

Percent of first-time, full-time, degree-seeking students graduating with a bachelor's degree within 150% of expected time (6 years)

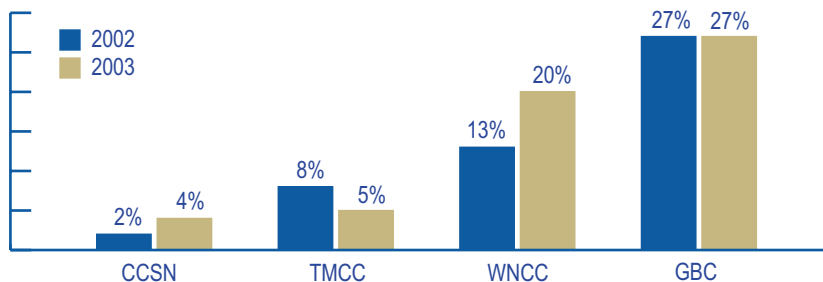


Source: IPEDS Peer Analysis System

- Six-year graduation rates at UNR have ranged from 47 percent to 49 percent over the past four years, while rates at UNLV have steadily climbed from 35 percent in 2000 to 38 percent in 2003.

### Community College Graduation Rates

Percent of first-time, full-time, degree-seeking students earning a degree or certificate within 150% of expected time (3 years for an associate's degree; 1.5 years for a certificate)



- Great Basin College (GBC) has consistently recorded the highest graduation rate among the community colleges in Nevada.

## SUB-INDICATOR: Graduation rates by race/ethnicity.

### UCCSN Graduation Rates by Race/Ethnicity

5-Year averages (1999-2003)

	Bachelor's Degree within 6 Years		Associate's Degree within 3 Years; Certificate within 1.5 Years			
	UNR	UNLV	CCSN	GBC	TMCC	WNCC
UCCSN Graduates						
White, Non-Hispanic	47%	36%	4%	26%	4%	14%
Minority Students	47%	35%	4%	35%	5%	11%

- Graduation rates of minority students in the UCCSN compare favorably to the rates of White, non-Hispanic students.



# Workforce Development: Nurses

**MASTER PLAN GOAL: A Prosperous Economy**

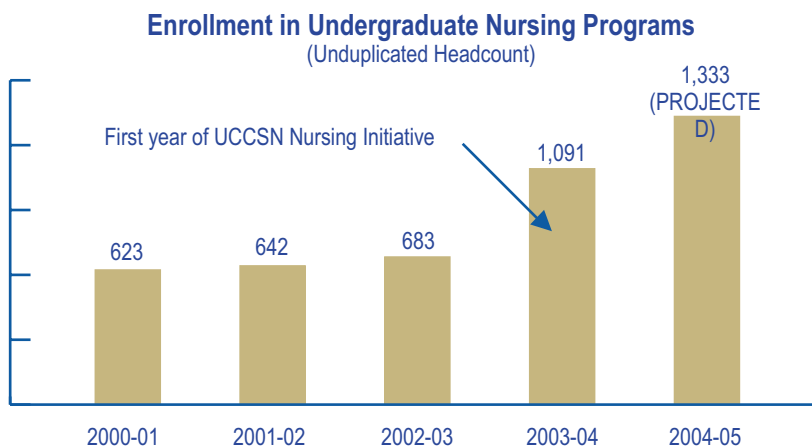
**KEY INDICATOR: Double enrollment in nursing programs.**

## HISTORY: THE UCCSN NURSING INITIATIVE

Under Assembly Bill 378 (Chapter 580, Statutes of Nevada 2001), the 2001 Nevada State Legislature mandated that the Board of Regents develop a plan for doubling the capacity of its nursing programs. At a cost of approximately \$12 million for the 2004-05 biennium, the original plan called to double the capacity of the System's nursing programs by the conclusion of the 2006-07 academic year.

Early during the 2003 Session of the Nevada Legislature it became apparent that due to the fiscal challenges facing the State it would not be possible to secure the \$12 million necessary to fund the original plan to double the capacity of UCCSN nursing programs. Therefore, work began to revise the original nursing plan in a manner that would cut the cost, but still enable the UCCSN to double its enrollment capacity for nursing students. The 2003 Legislature, in conjunction with the Chancellor's office and the Nevada Hospital Association, developed a revised plan at a substantially lower cost to the state.

The 2001 Legislature called on the UCCSN to double the number of students enrolled in nursing programs. The following depicts the results of this systemwide effort after the first year of this initiative in 2003-04:



After the first year of the initiative to double the number of nursing students, enrollment in UCCSN undergraduate nursing programs increased by 75 percent (468 students) over 2000-01 enrollment.

## SUMMARY OF THE REVISED NURSING PLAN

- Increasing the number of undergraduate nursing students enrolled by 650 with an additional 39 faculty positions.
- Establishing state funding for summer school nursing programs that includes essential faculty and associated costs for a period of two summers, commencing in summer 2004 and continuing to summer 2005.
- Requiring UNLV, UNR, CCSN, and TMCC to "carve out" funding from their approved formulas to provide additional faculty to support nursing programs during the regularly scheduled fall and spring semesters. The lower growth institutions (NSC, WNCC, and GBC) received modest appropriations outside of the formula funding to support nursing programs during the fall and spring semesters.
- Providing the critical equipment necessary to expand the clinical component of the nursing programs offered at the UCCSN institutions with "in kind" supplements made available through vendor donations facilitated through the Nevada Hospital Association.
- Renovating existing clinical laboratory facilities at TMCC and GBC in order to accommodate additional students.



## PERFORMANCE INDICATOR #10

# Faculty Characteristics

**MASTER PLAN GOAL: Quality Education**

**KEY INDICATOR: Ethnic/racial minority distribution of UCCSN faculty.**

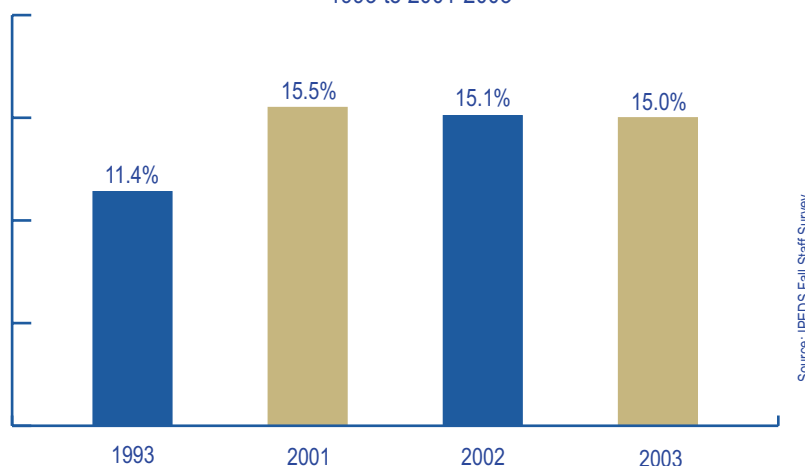
## PROGRESS

One indicator of quality is a diverse faculty that reflects the ethnic and racial attributes of the population. In the past ten years, the ethnic/racial minority distribution of UCCSN faculty has increased from 11 percent of total full-time faculty employed to 15 percent in the most recent reporting year.

The following are some additional faculty characteristics within the UCCSN:

- Close to 100 percent of full-time faculty at the state college and the universities have earned a doctoral or terminal degree.
- Nearly 90 percent of full-time faculty at the community colleges have earned a master's degree or higher.
- Approximately 95 percent of the total faculty FTE at the universities is comprised of full-time faculty.
- As a result of the community colleges' missions and funding levels, approximately 55 percent of total faculty FTE is comprised of full-time faculty.

**Ethnic/Racial Minority Distribution of UCCSN Faculty**  
Percent of total UCCSN full-time faculty who are ethnic/racial minorities  
1993 to 2001-2003



- The ethnic/racial minority distribution of UCCSN faculty has increased from 11 percent in 1993 to 15 percent in 2003.

## SUB-INDICATOR: Ethnic/racial minority distribution of faculty by UCCSN institutions.

**Ethnic/Racial Minority Distribution of UCCSN Faculty**  
Percent of total full-time faculty by institution who are ethnic/racial minorities  
1993 to 2001-2003

	1993	2001	2002	2003
UNLV	12.1%	19.1%	19.1%	18.8%
UNR	11.3%	11.9%	12.5%	11.5%
NSC	NA	NA	0.0%	18.2%
CCSN	14.8%	21.0%	18.0%	19.1%
GBC	0.0%	7.8%	9.4%	10.9%
TMCC	11.3%	8.1%	8.9%	7.7%
WNCC	1.6%	6.2%	4.0%	4.2%
DRI	NA	6.9%	8.9%	10.3%
<b>UCCSN</b>	<b>11.4%</b>	<b>15.5%</b>	<b>15.1%</b>	<b>15.0%</b>

Source: IPEDS Fall Staff Survey

- Over the past 10 years, almost all UCCSN institutions have increased the percentage of ethnic/racial minority faculty.



## PERFORMANCE INDICATOR #11

# Research & Development

## MASTER PLAN GOAL: A Prosperous Economy

**KEY INDICATOR:** Total UCCSN expenditures for research & development.

### PLANNING TARGET

*Increase the leverage of state dollars for research and development by attracting more federal and private support for each state dollar expended for these purposes.*

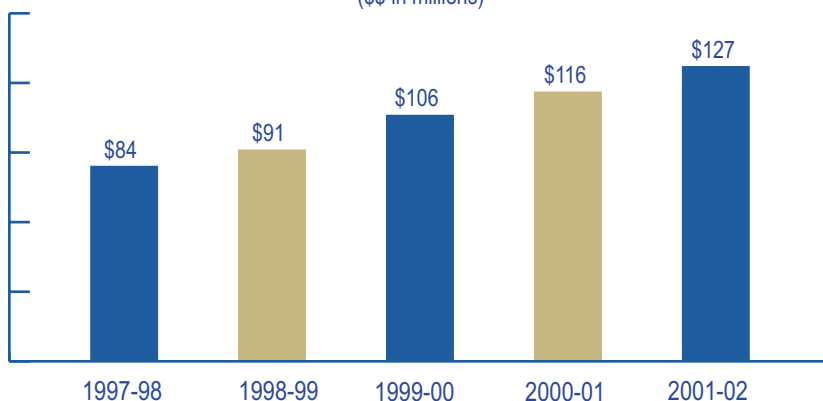
### PROGRESS

This performance indicator reveals that research and development in the UCCSN is growing at a rapid pace. From 1997-98 to 2001-02, dollars expended on research increased by more than 51 percent.

Each research institution in the UCCSN has witnessed growth in sponsored research expenditures, with UNLV recording the largest percent increase and UNR consistently generating the most research activity.

Expenditures from federal sources have escalated by 87 percent since 1998 and comprise more than two-thirds of total research funding in the UCCSN.

**UCCSN Research & Development Expenditures**  
(\$\$ in millions)



- As measured by expenditures, research and development within the UCCSN has steadily increased since 1997-98.

Source: National Science Foundation, Survey

### SUB-INDICATOR: Research expenditures by institution and by sponsor.

**UCCSN Research & Development Expenditures by Institution**  
\$\$ in millions

Institution	1997-98	1998-99	1999-00	2000-01	2001-02	% Change 1998-2002
UNR	45.5	47.9	56.3	59.2	66.7	47%
UNLV	16.9	20.2	24.2	27.0	30.5	81%
DRI	21.5	23.4	25.7	29.7	29.5	37%

- Research expenditures have increased at both universities, as well as the Desert Research Institute.

**UCCSN Research & Development Expenditures by Sponsor**  
\$\$ in millions

Sponsor	1997-98	1998-99	1999-00	2000-01	2001-02	% Change 1998-2002
Federal	45.5	51.4	60.0	69.1	85.1	87%
State & Local	4.5	5.4	7.0	10.3	5.9	31%
Private/Inst/ Other	33.9	34.7	39.1	36.6	35.7	5%

- Since 1997-98, dollars from federal sources have represented the vast majority of research expenditures, as well as the highest growth rate among all sources of funding.



# Space Utilization

**MASTER PLAN GOAL: Opportunity & Accessible Education for All**

**KEY INDICATOR: Utilization of instructional space by UCCSN institutions.**

## UCCSN MASTER PLAN

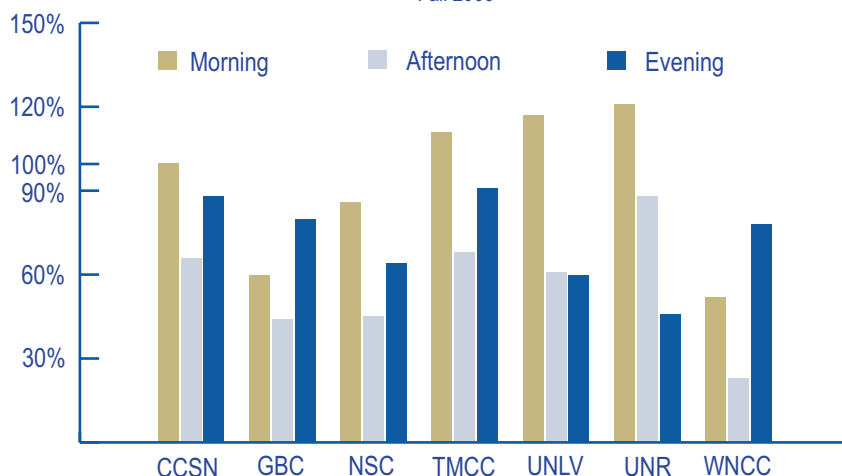
The UCCSN produces a summary of campus instructional space utilization reports every two years to provide an indicator of how effectively instructional space is being utilized and to assist individual institutions with managing the use of their instructional space.

Data for this indicator was collected from fall 2003 for credit producing classes and class laboratories (as defined by the National Center for Education Statistics, U.S. Department of Education) that met on a regularly scheduled basis. Utilization rates are based on standards adopted by the UCCSN Board of Regents in 1967 and revised in 1984, 1999 and 2002. Many types of instructional space are not evaluated by typical space utilization standards and therefore, campus instructional spaces are more heavily utilized than would be noted by this indicator.

A full copy of this report is available by contacting the UCCSN Director of Facilities Planning at (702) 889-8426.

## Classroom Space Utilization by Time of Day

Percent of Board of Regents Standard  
Fall 2003

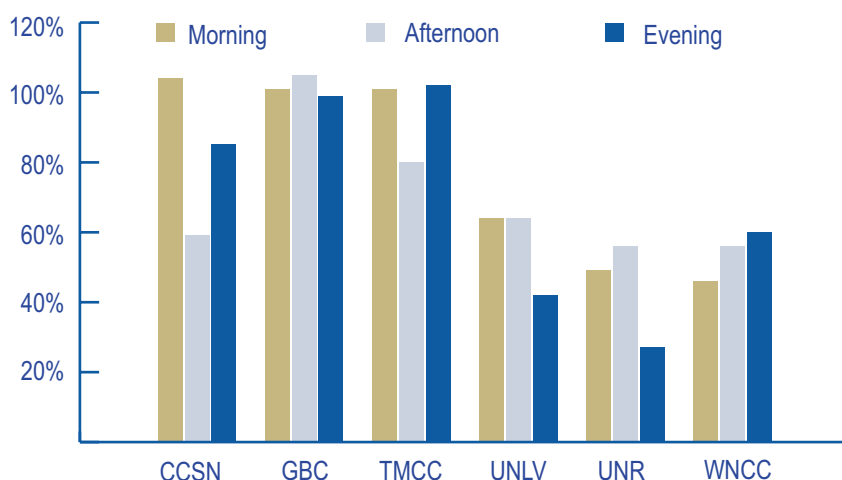


Source: UCCSN Instructional Space Utilization Report, Fall 2003

- Enrollment continues to outpace the growth of facilities, resulting in high instructional space utilization rates at most UCCSN institutions.
- Universities led the UCCSN with the highest utilization of classroom space during morning hours.

## Class Lab Space Utilization by Time of Day

Percent of Board of Regents Standard  
Fall 2003



- As a group, community colleges exhibited the highest levels of class lab space utilization in the UCCSN.
- Lab space information at NSC was not available.

